Geography - Above satisfactory - Year 10

Portfolio summary

This portfolio of student work shows that students can use some research to develop and modify geographically significant questions to frame an inquiry (WS1). They evaluate a range of secondary sources to select relevant geographical data and information to answer inquiry questions (WS1). Students collect, record and accurately represent geographical multi-variable data in appropriate forms including graphs, tables and maps, which conform to some cartographic conventions (WS1,2). They recognise some of the significant interconnections between people, places and environments (WS1,2) and identify changes in the characteristics of places and environments over time (WS2). They analyse data and information, make some basic inferences (WS1,2) and identify trends and anomalies across time and place (WS2). Students evaluate data and information, synthesising and communicating their findings in appropriate formats using geographical terminology (WS1,2). .

Research assignment: Wellbeing indicators

Sample summary

Over a period of four weeks, students examined the concept of human wellbeing and factors affecting human wellbeing. Students discussed how effective quantitative and qualitative indicators are at assessing levels of wellbeing. They were then introduced to the idea that composite indicators (such as the UN Human Development Index) are thought to give a more reliable measure of human wellbeing in a country than other indexes. Given this background, students progressed through a staged inquiry over eight lessons to develop their own justified composite wellbeing index.

Specifically, students were asked to independently select and explain 10 social and economic indicators that they considered to be effective in measuring human wellbeing in a country and to collect the relevant data using internet research. Using the statistical data, students constructed a composite wellbeing index with teacher assistance in the development of their methodology where necessary. Students were required to evaluate (from their perspective) the importance of each indicator in determining human wellbeing and decide on the weighting that each indicator would be given to calculate the index. This index was then used to rank the 10 countries according to the value of the composite wellbeing index. Finally, students evaluated their index for strengths and weaknesses, including the reliability and bias of the data sources, and proposed how their index could be improved. They presented the results in a geographical format to creatively and imaginatively display their wellbeing index.

Achievement standard

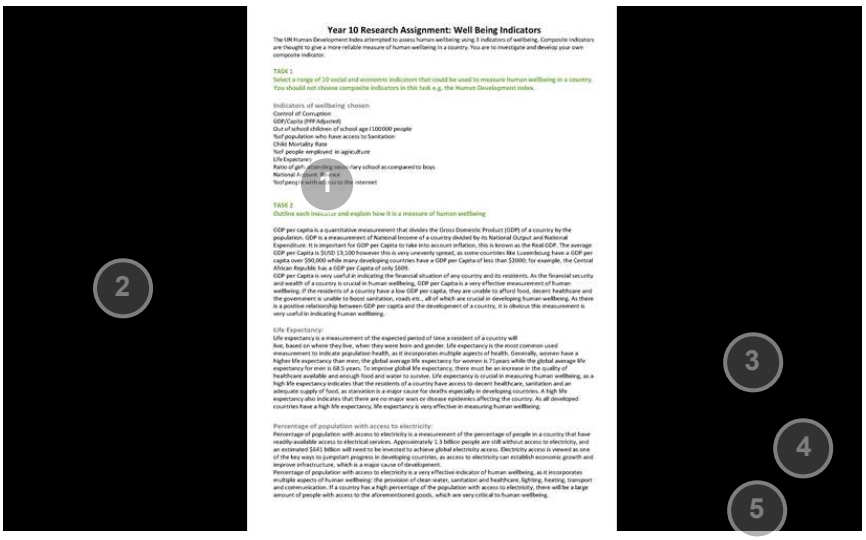
Subject

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental,

economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

Report



Annotations

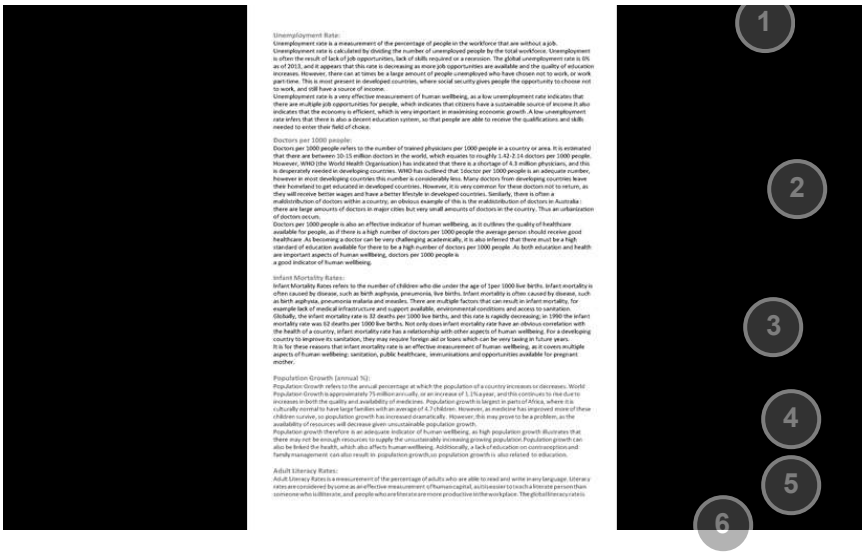
1 Annotation 1
Identifies a variety of significant interconnections between people, places and environments

2 Annotation 2
Explains a number of different significant relationships between GDP, places and people's wellbeing

3 Annotation 3
Explains a number of different significant relationships between life expectancy and people's wellbeing

4 Annotation 4
Explains a number of different significant relationships between access to electricity and wellbeing

5 Annotation 5
Explains a range of changes that result from these interconnections and their consequences



Annotations

1 Annotation 1
Explains a number of different significant relationships between unemployment and people's wellbeing

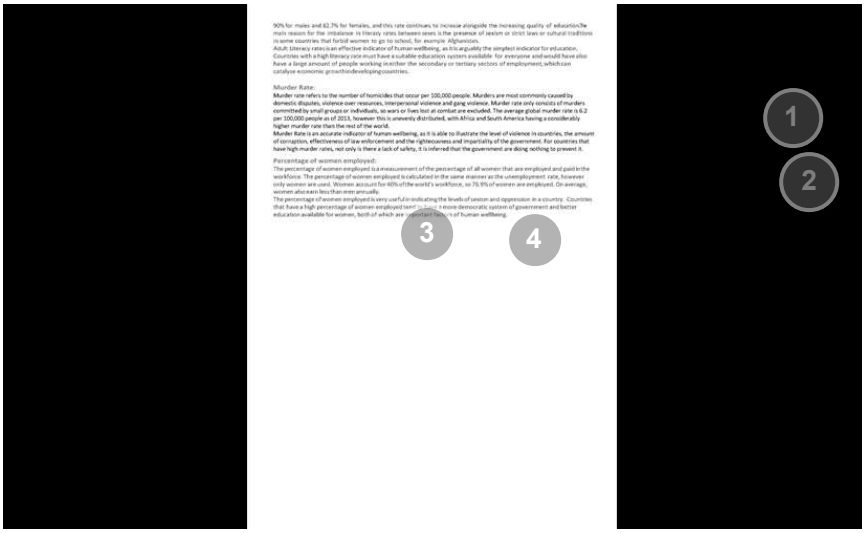
2 Annotation 2
Explains a number of different significant relationships between access to doctors and people's wellbeing

3 Annotation 3
Explains a number of different significant relationships between infant mortaliaity rates and people's wellbeing

4 Annotation 4
Explains a number of different significant relationships between population growth and people's wellbeing

5 Annotation 5
Explains a number of different significant relationships between adult literacy rates and people's wellbeing

6 Annotation 6
Explains a number of different changes that result from these interconnections and their consequences



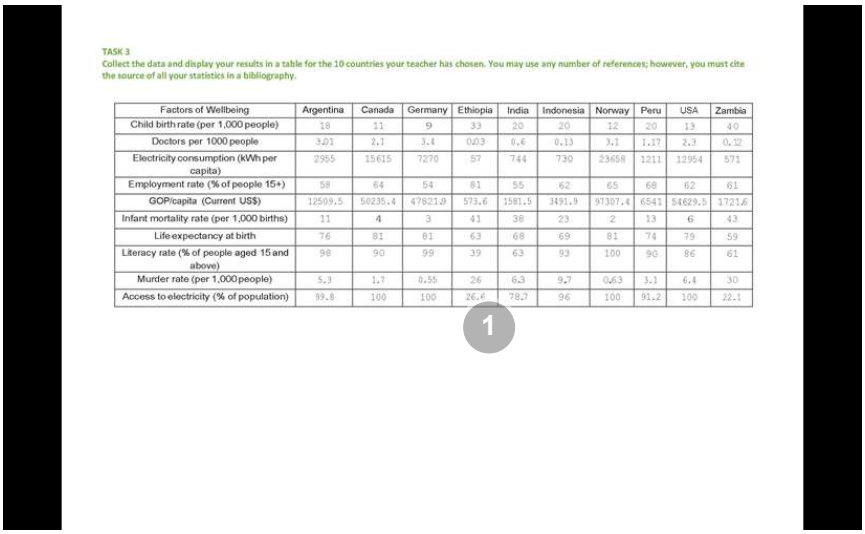
Annotations

1 Annotation 1
Explains a number of different significant relationships between murder rate and people's wellbeing

2 Annotation 2
Explains a number of different significant relationships between female employment and people's wellbeing

3 Annotation 3
Uses relevant geographical terminology

4 Annotation 4
Explains a number of different changes that result from these interconnections and their consequences



TASK 3
Collect the data and display your results in a table for the 10 countries your teacher has chosen. You may use any number of references; however, you must cite the source of all your statistics in a bibliography.

Factors of Wellbeing	Argentina	Canada	Germany	Ethiopia	India	Indonesia	Norway	Peru	USA	Zambia
Child birth rate (per 1,000 people)	18	11	9	33	20	20	12	20	13	40
Doctors per 1000 people	3.01	2.1	3.8	0.03	0.6	0.13	3.1	1.17	2.9	0.32
Electricity consumption (kWh per capita)	2955	15615	7270	57	744	730	23658	1211	12954	571
Employment rate (% of people 15+)	58	64	54	81	55	62	65	68	62	61
GDP/capita (Current US$)	12509.5	50235.4	47821.0	573.6	1581.5	3491.9	97307.4	6541	54629.5	1721.6
Infant mortality rate (per 1,000 births)	11	4	3	41	38	23	2	13	6	43
Life expectancy at birth	76	81	81	63	68	69	81	74	79	59
Literacy rate (% of people aged 15 and above)	98	90	99	39	63	93	100	90	86	61
Murder rate (per 1,000 people)	5.3	1.7	0.55	26	6.3	9.7	0.63	3.1	6.4	30
Access to electricity (% of population)	99.8	100	100	26.6	78.7	96	100	91.2	100	22.1

Annotations

1 Annotation 1
Records data in an appropriate format with clear units of measurement associated with each indicator

TASK 4

Construct a wellbeing index, using your indicators and rank the 10 countries.

Creating the Index

Creating my index was fairly straightforward. After weighting my indicators, I multiplied the statistic the country obtained by the weighting I gave to the indicator. This can be denoted $osw \times s$

Factors of human wellbeing	Argentina	Canada	Germany	Ethiopia	India	Indonesia	Norway	Peru	USA	Zambia
Child birth rate (per 1000 people)	162	99	81	297	180	180	108	180	117	360
Doctors per 1000 people	24.08	18.9	27.2	0.24	4.8	1.04	24.8	9.36	18.4	0.96
Electricity consumption (kWh per capita)	2360	124920	58160	456	5952	5840	189264	9688	103632	4368
Employment rate (% of people 15+)	290	320	270	405	275	310	325	340	310	305
GDP/capita (Current US$)	125095	502354	478219	5736	15815	34919	973074	65410	546295	17216
Infant mortality rate (per 1,000 births)	66	24	18	246	228	188	12	78	36	258
Life expectancy	760	810	810	630	680	690	810	740	790	590
Literacy rate (%of people aged 15and above)	980	900	990	390	630	950	1000	900	860	610
Murder rate (per 1000 people)	26.5	8.5	2.75	130	31.5	48.5	3.15	15.5	32	150
Access to electricity (%of total population)	698.6	700	700	186.2	550.9	672	700	638.4	700	154.7

From here, I found the average placing for all ten countries by averaging their placements in all factors which I took into account for my wellbeing index. To do this, I split my factors into three groups: Social, economic and health.

Factors of Wellbeing
Child birth rate (per 1,000 people)
Doctors per 1000 people
Electricity consumption (kWh per capita)
Employment rate (% of people 15+)
GDP/capita (Current US$)
Infant mortality rate (per 1,000 births)
Life expectancy at birth

Literacy rate (% of people aged 15 and above)
Murder rate (per 1,000 people)
Access to electricity (% of population)

Key:

Blue = health

Green = economic

Orange = Social

1

Annotations

1 **Annotation 1**

Constructs a wellbeing index that effectively ranks countries

I decided to include an extra factor in my health index as, although the other two groups are important to consider when creating an index, it is essential to show the health and living standards within a country when assessing wellbeing, which is why they are a little more heavily weighted in this index. From here, I found the average placing for each country in each of the three categories:

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Group	Argentina	Canada	Ethiopia	Germany	India	Indonesia	Norway	Peru	USA	Zambia
Social	4	3.33	9.3	1.3	7.3	6	1.3	5.67	5	9.67
Health	4.5	2.75	2	9.25	7.75	7.25	1.5	6.25	3.5	9.75
Economic	6	3.75	6	7	8.3	7	2	5	3.6	8

Please note that, although some rankings are in decimal form, the ranking system I used meant that the best scores where ranked 1 and the worst ranked 10. This does not tell the actual rank of the country within the index but the average placement for it within all three groups, which are comprised of the ten indicators. I then found the average placement across all three categories for each country, and from there ranked them from best to worst placing:

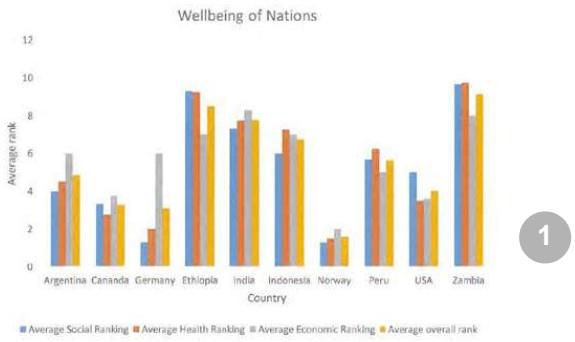
Country	Overall average Placement	Overall Rank
Argentina	4.83	5
Canada	3.276	3
Germany	3.1	2
Ethiopia	8.516	9
India	7.783	8
Indonesia	6.75	7
Norway	1.6	1
Peru	5.64	6
USA	4.033	4
Zambia	9.14	10

Annotations

1 **Annotation 1**

Specifies methods used to interpret and analyse data

Using this data, I created a graph to illustrate more effectively which countries were depicted to have a higher level of wellbeing to others:



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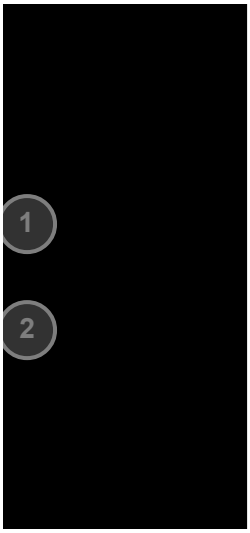
Annotations

1 **Annotation 1**

Analyses and synthesises data in a graphical format



TASK 5

Evaluate the importance of each indicator in determining human wellbeing and decide on the weighting that each indicator will be given in calculating the index.

General Reasons for Weighting:

The indicators that were weighted 8-10 are those that I believe to be imperative to human wellbeing. Not only do these indicators have a major impact on human wellbeing, there is also an obvious relationship between these indicators and human wellbeing; for example people with a high GDP per Capita almost always have a high standard of human wellbeing.

These indicators are:

GDP per Capita

Life Expectancy

Percentage of population with access to electricity

Indicators that were weighted 5-7 are those that I believed as less significant than the major indicators or an inferior indicator of a certain aspect of human wellbeing. Some of these indicators I believed were not as important to as many areas of human wellbeing, for example unemployment rates. The other indicators were viewed as less obvious indicators of a certain aspect of human wellbeing; for example infant mortality rate is not as effective an indicator for the health of a country as life expectancy is, so it is ranked less.

These indicators are:

Unemployment Rate

Doctors per 1000 people

Infant Mortality Rate

Finally, indicators that were weighted 2-4 are those that I deemed unnecessary or insignificant in human wellbeing. These indicators may be seen as unnecessary as there is no obvious relationship between these indicators and human wellbeing, for example percentage of women employed. Alternatively, these indicators may be simply be viewed as not having a large enough impact on human wellbeing, for example murder rates.

These indicators are:

Population growth

Adult Literacy Rates

Murder Rates

Percentage of women employed

Individual Explanations on weighting:

GDP per Capita:

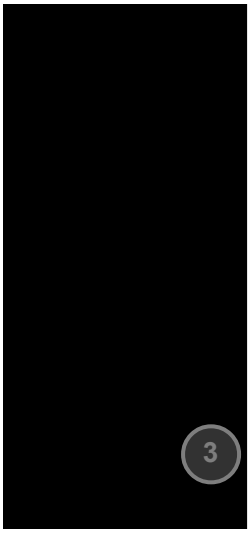
GDP per Capita is the most important factor to include when constructing a human wellbeing index. As previously mentioned, there is a strong correlation between GDP per Capita and the development of a country and the human wellbeing of its citizens, so it is a vital indicator to include. A high GDP per Capita indicates that citizens are able to have access to food, clothes, healthcare, schooling and the government are able to afford improvements to the country. This is most evident in Norway, as it has both the highest GDP per capita and the highest ranking on the wellbeing index. It is for this reason that it is the most weighted indicator, as not only does it cover multiple aspects of wellbeing, there is an obvious relationship between high GDP per Capita and human wellbeing, and there are no outliers in this trend.

Life Expectancy:

Life Expectancy is a very important indicator of human wellbeing, as shown by its high weighting. A high life expectancy indicates that citizens have access to substantial healthcare, sanitation and that there are no major wars or diseases present. As life expectancy is the most obvious indicator of the health of a country, it is important that it is highly weighted. However, this may not always be the case, as some countries may naturally have a high life expectancy as a result of diets but may not have an adequate healthcare system, for example Japan in the 20th century. It is for this reason that Life Expectancy is not the most significant indicator.

Percentage of population with access to electricity:

Percentage of population with access to electricity is an important indicator when determining human wellbeing. Access to electricity is closely linked to many aspects of human wellbeing; the provision of clean water, sanitation and healthcare, lighting, heating, transport and communication. Percentage of population with access to electricity is also one of the only indicators that involves the social aspects of human wellbeing, which suggests that it must be a major indicator. Ultimately, the wide variety of factors that can be inferred based on percentage of population with access to electricity is testimony to its effectiveness as an indicator of human wellbeing, which is why it is so heavily weighted.



Unemployment Rate:

Unemployment Rate is a significant indicator when determining human wellbeing. If a country has a low unemployment rate, there are a large amount of jobs available. Employment is a very important factor in human wellbeing, as employment results in a sustainable source of income. As evident in Norway, high employment rate results in in economic growth and high average wages. As employment is one of the most important factors in a sustainable society, it is one of the most weighted indicators. However, as GDP per Capita is a better economic indicator, it is weighted less.

Doctors per 1000 people:

Doctors per 1000 people is an important factor when determining human wellbeing. As mentioned, doctors per 1000 people is an effective indicator of health in a country, as a high amount of doctors per 1000 people indicates that the citizens have a decent access to trained healthcare professionals. However, as life expectancy is a more effective health indicator of human wellbeing, Doctors per 1000 people is weighted less, as it is important to have a well-rounded index.

Infant Mortality Rate:

Infant Mortality Rate is also an important indicator for human wellbeing, as infant mortality is again an important indicator of the health of a country. Infant mortality rate is able to discuss different aspects of health than doctors per 1000 people, for example immunisations and diseases present. However, as previously mentioned, it is important to have a well-rounded index, and life expectancy is a better indicator of health, therefore infant mortality rate is not rated heavily.

Population Growth (annual%):

Population Growth is an adequate indicator of human wellbeing. It is obvious that a high population growth can often be unsustainable, and this growth can result in reduced resources available for citizens. An obvious example of this is Zambia, where their high population growth may result in a lack of future resources available for citizens. However, sometimes a low population growth can also be a negative, as this can decrease economic consumption. An example of this is Japan, where their declining population has already begun to decrease economic growth.

Adult Literacy Rates:

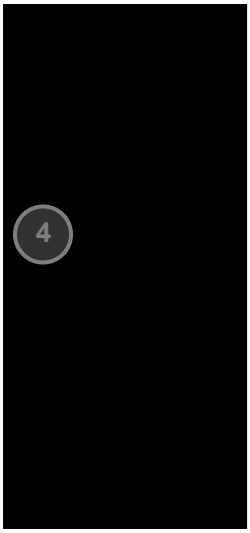
Adult Literacy Rates is a lesser indicator of human wellbeing. While it is obvious that developed countries have high literacy rates and vice versa, and literacy rates does slightly affect human wellbeing (by increasing job opportunities and communication opportunities), this impact can sometimes be very insignificant. While being literate is a fairly important aspect of life and human wellbeing, it is nowhere near as important as some of the other indicators, which is why it is weighted fairly insignificantly.

Murder Rates:

Murder Rates is not as important as other indicators of human wellbeing. While murder rates can be a very alarming and frightening statistic, it normally only affects a minority. Even in countries with high murder rates, for example Zambia which has a murder of 10.7, this only affects a small number of people. It is for this reason that murder rates have a low weighting, as it only affects a small number of people, so it has a low impact on the average person's human wellbeing.

Percentage of women employed:

Percentage of women employed is not an effective indicator of human wellbeing. The percentage of women employed can have an impact on human wellbeing, but there is no obvious correlation between human wellbeing and percentage of women employed. A high percentage of women employed can indicate that there are not enough women available to look after their children, and a low percentage of women employed can indicate that there is not education available for women or extreme sexism in the society; both of these are obvious negatives. It is for this reason that percentage of women employed is weighted the least, as there is not an obvious relationship between percentage of women employed and human wellbeing.



TASK6

Comment on the strengths and weaknesses of your index, including the reliability and bias of the data sources. How could you improve the index?

Strengths and Limitations of the Index

Strengths:

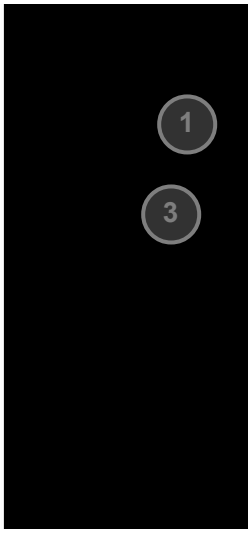
The indicators used in the index are good at determining an impact on the citizens in a country, with the whole index being designed around this idea. This means that the index is a good indicator of how life is on the ground for the average person. This is true because the indicators are weighted in such a way that ones that directly affect the situation for an individual person (sanitation, out of school children) are weighted substantially higher than ones that reflect a more theoretical idea of wellbeing (GDP / Capita). The impact on citizens on the ground is substantially more important than a theoretical idea of wellbeing because there are cases of countries who theoretically should have poor wellbeing due to factors like GDP / Capita but actually have a happy population such as Bhutan, and countries which should theoretically have a high level of wellbeing due to factors like GDP / Capita but actually have somewhat low population satisfaction like Qatar. Thus, investigating the impact on citizens over a theoretical concept of wellbeing is a strength of the indicator.

Limitations

Broadly, there are two main limitations with this index; the single major source of data and how it will fluctuate quite wildly from year to year, further exacerbating accuracy problems. To begin with, in creating the index, there was largely only one source used; the world bank.

While this source is quite reliable, it means that any biases present (for example the fact that it may wish to make indicators paint a optimmer picture to increase funding) will be an issue as there are not other sources to ensure that they are counteracted.

In addition, the index is very good at determining the actual wellbeing of a place in terms of how it effects people, but this means that any increase in the way that people interact with their country will be reflected by large jumps in the index score for that country. These jumps however may not be reflective of the true situation in the country as they miss the intricacies of how sustainable the development is and whether it comes at a particular cost to some other ethnic minority.



Annotations

1 **Annotation 1**
Clarifies information and systematically analyses the implications for the weighting of each indicator

2 **Annotation 2**
Provides a number of specific examples to support the judgement being presented

Annotations

1 **Annotation 1**
Clarifies information and systematically analyses the implications for the weighting of each indicator

2 **Annotation 2**
Uses relevant geographical terminology

3 **Annotation 3**
Provides a number of specific examples to support the judgements being presented

Annotations

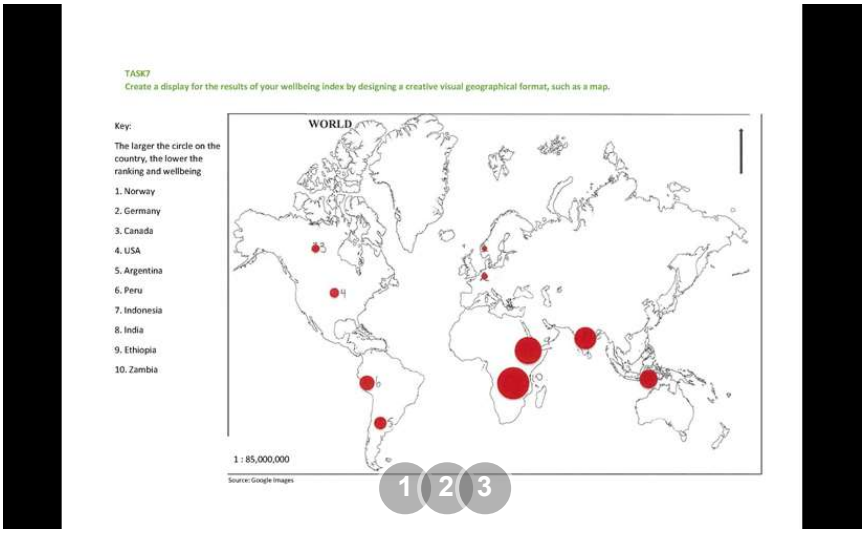
1 **Annotation 1**
Makes explicit connections between the specific data sources and the effectiveness of the index

2 **Annotation 2**
Identifies clearly the strengths and weaknesses of the findings

3 **Annotation 3**
Presents at least one

area for improvement and analyses the specific reasons for these changes

4 **Annotation 4**
Presents a reasoned analysis of the reliability of the chosen data sources



Annotations

1 **Annotation 1**
Uses suitable scale and cartographic conventions

2 **Annotation 2**
Interprets given data to create a data display map of relative wellbeing ranking

3 **Annotation 3**
Designs a symbolic system to represent relative rankings across countries

Data analysis: Human wellbeing

Sample summary

Students were required to use and respond to a range of presented data sources to form conclusions about human wellbeing in African countries. The task was completed in test conditions as a summative assessment at the end of a two-week inquiry unit. It involved a series of structured questions, and in their responses students were required to identify and explain data trends, draw inferences from data, and make predictions and proposals in relation to human wellbeing in Africa and the Millennium Development Goals.

Students were provided with several resources to which they had to respond. These included maps and a range of graphs comparing measures of human wellbeing across a number of countries.

Achievement standard

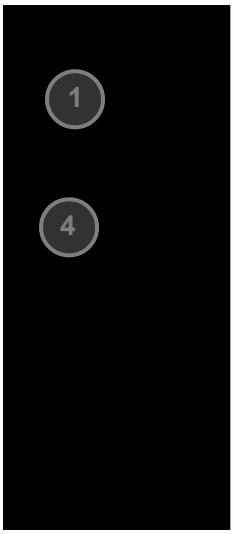
Subject

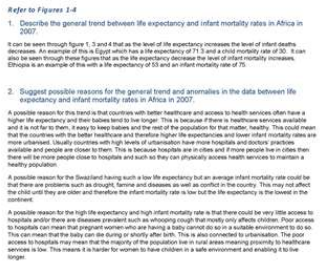
By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across

space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

Analysis





Refer to Figures 1-4

1. Describe the general trend between life expectancy and infant mortality rates in Africa in 2007.

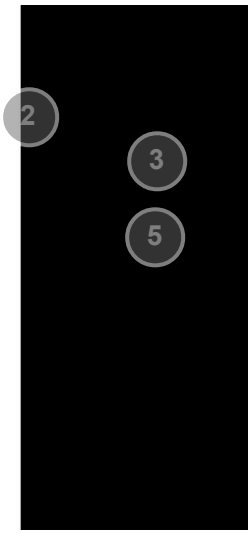
It can be seen through figure 1, 3 and 4 that as the level of life expectancy increases the level of infant deaths decreases. An example of this is Egypt which has a life expectancy of 71.3 and a child mortality rate of 30. It can also be seen through these figures that as the life expectancy decrease the level of infant mortality increases. Ethiopia is an example of this with a life expectancy of 55 and an infant mortality rate of 75.

2. Suggest possible reasons for the general trend and anomalies in the data between life expectancy and infant mortality rates in Africa in 2007.

A possible reason for this trend is that countries with better healthcare and access to health services often have a higher life expectancy and their babies tend to live longer. This is because if there is healthcare services available and it is not far to them, it easy to keep babies and the rest of the population for that matter, healthy. This could mean that the countries with the better healthcare and therefore higher life expectancies and lower infant mortality rates are more urbanised. Usually countries with high levels of urbanisation have more hospitals and doctors' practices available and people are closer to them. This is because hospitals are in cities and if more people live in cities then there will be more people close to hospitals and such so they can physically access health services to maintain a healthy population.

A possible reason for the Swaziland having such a low life expectancy but an average infant mortality rate could be that there are problems such as drought, famine and diseases as well as conflict in the country. This may not affect the child until they are older and therefore the infant mortality rate is low but the life expectancy is the lowest in the continent.

A possible reason for the high life expectancy and high infant mortality rate is that there could be very little access to hospitals and/or there are diseases prevalent such as whooping cough that mostly only affects children. Poor access to hospitals can mean that pregnant women who are having a baby cannot do so in a suitable environment to do so. This can mean that the baby can die during or shortly after birth. This is also connected to urbanisation. The poor access to hospitals may mean that the majority of the population live in rural areas meaning proximity to healthcare services is low. This means it is harder for women to have children in a safe environment and enabling it to live longer.



Annotations

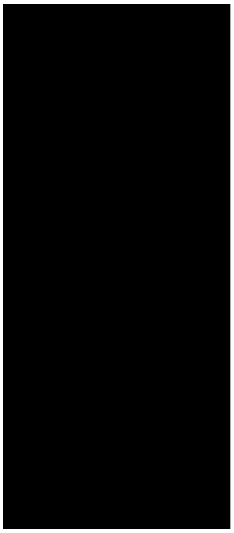
1 Annotation 1
Identifies a general trend in the data

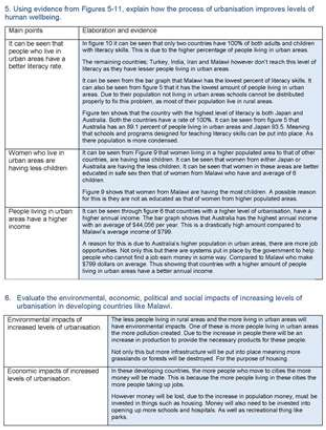
2 Annotation 2
Provides specific characteristics and examples of the trend

3 Annotation 3
Makes explicit connections between trends in the data and life expectancy/infant mortality

4 Annotation 4
Makes explicit connections between anomalies in the data and life expectancy/infant mortality

5 Annotation 5
Uses relevant geographical terminology



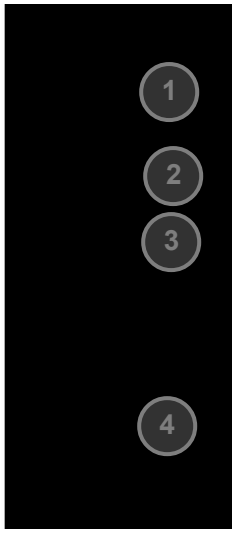


5. Using evidence from Figures 5-11, explain how the process of urbanisation improves levels of human wellbeing.

Main points	Elaboration and evidence
It can be seen that people who live in urban areas have a better literacy rate.	In figure 10 it can be seen that only two countries have 100% of both adults and children with literacy skills. This is due to the higher percentage of people living in urban areas. The remaining countries; Turkey, India, Iran and Malawi however don't reach this level of literacy as they have lesser people living in urban areas. It can be seen from the bar graph that Malawi has the lowest percent of literacy skills. It can also be seen from figure 5 that it has the lowest amount of people living in urban areas. Due to their population not living in urban areas schools cannot be distributed properly to fix this problem, as most of their population live in rural areas. Figure ten shows that the country with the highest level of literacy is both Japan and Australia. Both the countries have a rate of 100%. It can be seen from figure 5 that Australia has an 88.1 percent of people living in urban areas and Japan 93.5. Meaning that schools and programs designed for teaching literacy skills can be put into place. As there population is more condensed.
Women who live in urban areas are having less children	It can be seen from Figure 9 that women living in a higher populated area to that of other countries, are having less children. It can be seen that women from either Japan or Australia are having the less children. It can be seen that women in these areas are better educated in safe sex then that of women from Malawi who have and average of 6 children. Figure 9 shows that women from Malawi are having the most children. A possible reason for this is they are not as educated as that of women from higher populated areas.
People living in urban areas have a higher income	It can be seen through figure 6 that countries with a higher level of urbanisation, have a higher annual income. The bar graph shows that Australia has the highest annual income with an average of $44,056 per year. This is a drastically high amount compared to Malawi's average income of $799. A reason for this is due to Australia's higher population in urban areas, there are more job opportunities. Not only this but there are systems put in place by the government to help people who cannot find a job earn money in some way. Compared to Malawi who make $799 dollars on average. Thus showing that countries with a higher amount of people living in urban areas have a better annual income.

6. Evaluate the environmental, economic, political and social impacts of increasing levels of urbanisation in developing countries like Malawi.

Environmental impacts of increased levels of urbanisation.	The less people living in rural areas and the more living in urban areas will have environmental impacts. One of these is more people living in urban areas the more pollution created. Due to the increase in people there will be an increase in production to provide the necessary products for these people. Not only this but more infrastructure will be put into place meaning more grasslands or forests will be destroyed. For the purpose of housing.
Economic impacts of increased levels of urbanisation.	In these developing countries, the more people who move to cities the more money will be made. This is because the more people living in these cities the more people taking up jobs. However money will be lost, due to the increase in population money, must be invested in things such as housing. Money will also need to be invested into opening up more schools and hospitals. As well as recreational thing like parks.



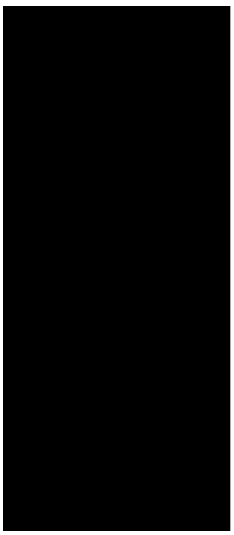
Annotations

1 **Annotation 1**
Explains the impact of urbanisation on wellbeing

2 **Annotation 2**
Supports the explanation using specific data

3 **Annotation 3**
Makes comparisons between countries and generates inferences

4 **Annotation 4**
Analyses the connections between increasing urbanisation and environmental, economic, political and social impacts



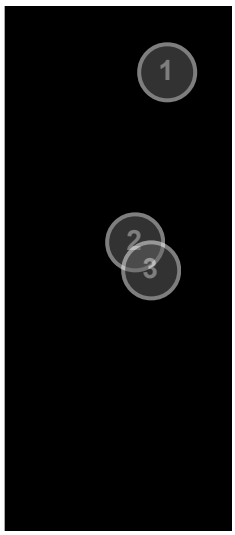
Political impacts of increased levels of urbanisation.	The increase in population means that the government will have to put in place more services. Meaning that there will need to be an increase in tax to provide such services. To manage the increased amount of people there will need to be a change in regulations as there are more people
Social impacts of increased levels of urbanisation.	With the increase in population in these urban areas that means there will be some social impacts. The first of these in overcrowding. There isn't enough room to continue spreading out so instead of moving outwards people will have to start moving upwards. This leads to people living in a condensed environment. Another impact that a growing population in urban areas will have is, a lack of job opportunities. As more people move to the city and more people get jobs the less there are to have.

7. If people in developing countries continue to move from rural places to cities in the future, *draw a reasoned conclusion* about what may happen to the wellbeing of people who remain in rural areas. Explain the reasons for this conclusion.

As the amount of people living in urban areas increases the amount of people left living in rural areas decreases. This means there a smaller amount of people left in these areas, making the work load tougher. There will be less food produced and the remaining people will began to starve. As well as this facilities such as schools or medical centre cannot be provided in these areas as there is not enough people.

Meaning that most of these people will have a low life expectancy and be illiterate. Due to the lack of skills possessed by these people there will be less of a chance of getting a job as they cannot read or write. There will also be a higher infant mortality rate as there are no hospitals or services to help.

As the rural population decreases the more of an impact it has on their wellbeing. As there is less services that can provide for them and less food. If people in rural areas choose to remain where they are, there conditions will grow harsher.

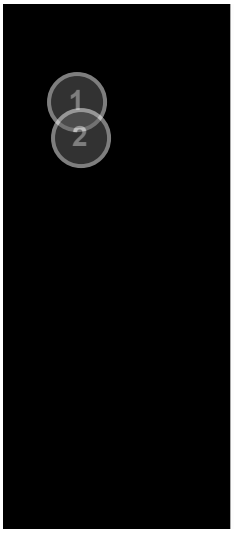


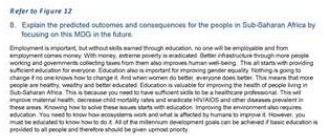
Annotations

1 **Annotation 1**
Generates inferences based on each identified impact

2 **Annotation 2**
Presents conclusions about the wellbeing of people in rural areas

3 **Annotation 3**
Uses a series of reasons to support each conclusion

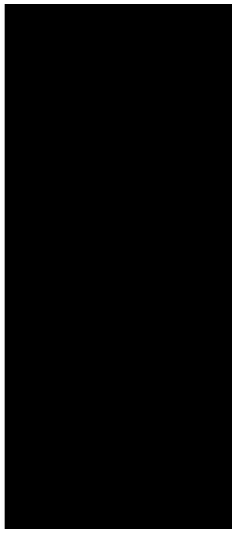




Refer to Figure 12

8. Explain the predicted outcomes and consequences for the people in Sub-Saharan Africa by focusing on this MDG in the future.

Employment is important, but without skills earned through education, no one will be employable and from employment comes money. With money, extreme poverty is eradicated. Better infrastructure through more people working and governments collecting taxes from them also improves human well-being. This all starts with providing sufficient education for everyone. Education also is important for improving gender equality. Nothing is going to change if no one knows how to change it. And when women do better, everyone does better. This means that more people are healthy, wealthy and better educated. Education is valuable for improving the health of people living in Sub-Saharan Africa. This is because you need to have sufficient skills to be a healthcare professional. This will improve maternal health, decrease child mortality rates and eradicate HIV/AIDS and other diseases prevalent in these areas. Knowing how to solve these issues starts with education. Improving the environment also requires education. You need to know how ecosystems work and what is affected by humans to improve it. However, you must be educated to know how to do it. All of the millennium development goals can be achieved if basic education is provided to all people and therefore should be given upmost priority.



Annotations

1 **Annotation 1**
Presents a reasoned explanation of the connections between predicted outcomes and consequences

2 **Annotation 2**
Uses geographical factors and specific examples to support the explanation